DOCUMENT RESUME

ED 097 177 RC 008 185

AUTHOR	Falcon, Carlos; And Others
TITLE	Quality Educational Services to Michigan's Spanish Speaking Community. [Report by the La Raza Citizens Advisory Committee to the Michigan State Board of Education.]
INSTITUTION	Michigan State Board of Education, Lansing.
PUB DATE	Jan 74
NOTE	38p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Advisory Committees; *Bilingual Education; *Educational Assessment; *Educational Quality; Financial Support; Higher Education; Instructional Materials; *Migrant Education; Sensitivity Training; *Spanish Speaking; Testing
IDENTIFIERS	*Michigan

ABSTRACT

La Raza Advisory Committee, created in September 1971, was to recommend to the State Board of Education the means by which the quality of educational services to Michigan's Spanish speaking community could be improved. A problem was encountered in obtaining the necessary data to evaluate the current services offered the Spanish speaking community. The major educational problems identified by the committee as facing the more than 31,000 Spanish speaking students in Michigan were: (1) too few bilingual-bicultural staff at all educational levels; (2) too few relevant curriculum, textbooks, teacher training, and instructional materials; (3) relatively little commitment by local school districts in accepting the financial responsibility for bilingual education programs; (4) lack of response by the school districts to the needs of the migrant child; (5) disproportionate financial assistance for these students in higher education; and (6) inadequate testing instruments, tracking systems, and academic counseling. Among the committee's recommendations to the State Board of Education were: (1) mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education; (2) continue La Raza Advisory Committee to advise the State Department of Education; and (3) investigate the extent testing instruments contribute to the "tracking" of these students into special education and other compensatory programs. (NQ)

ED 097177

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Quality of Educational Services to Michigan's Spanish-Speaking Community

BEST COPY AVAILABLE

R0081 85

LA RAZA ADVISORY COMMITTEE

Members

Carlos Falcon, Chairman
Assistant Dean
Office of Advissions and Financial Aids
Eastern Michigan University
Ypsilanti, Michigan 48197

Jose P. Gamez, Vice-Chairman
Assistant Director
Office of Admissions and Scholarships
Hannah Administration Building
Michigan State University
East Lansing, Michigan 48823

Jose Benavides, Director
Spanish Speaking Information Center
5013 North Saginaw
Flint, Michigan 48505

Tony Benavides, Director
Cristo Rey Community Center
1314 Ballard Street
Lansing, Michigan 48906

Maria Deleary
University of Michigan
1312 East Court, Room 1120
Flint, Michigan 48503

John H. Dominguez, Jr., Director
Migrant Education
Van Buren Intermediate School District
701 South Paw Paw Street
Lawrence, Michigan 49064

Yolanda Flores
Coordinator E.S.A.A.
Pontiac School District
350 Wide Track Drive, East
Pontiac, Michigan 48058

Frances Gomez
C-4 Coordinator
Oakland Community College
Auburn Hills Campus
2900 Featherstone
Auburn Heights, Michigan 48057

Luis Gonzalez
1593 Bass
Haslett, Michigan 48840

Ramiro Gonzalez
626 North Sixth
Saginaw, Michigan 48601

Thomas Lopez
809 Ambassador Arms West
Flint, Michigan 48504

Frank Lozano, Director
Bilingual Ed. Region 2 D.P.S.
Detroit, Michigan 48216

Philip Martinez
Director of Personnel
Kalamazoo Public Schools
Kalamazoo, Michigan 49008

Frank Rodriguez
18974 St. Mary's
Detroit, Michigan 48207

Frank Soriano, Director
Bilingual Education Program
Pontiac School District
86 Parkhurst
Pontiac, Michigan 48058'

*Jose' U. Rios
Admissions Counselor
Saginaw Valley College

*Eliseo De La Cruz, Director
Latin American Services Center
Adrian, Michigan

**Martha Lagos
3023 Harrison
Detroit, Michigan

**Luciano Maldonado
614 Van Wagoner Hall
Oakland University
Rochester, Michigan

**Miss Gloria Perez
1548 Pine Valley Blvd.
Ann Arbor, Michgan

**Arturo Sales
619 South 21st Street
Saginaw, Michigan

**Martin Morales
Diocesan Human Relations
Commission
117 Maple Avenue, S.E.
Grand Rapids, Michigan 49503

* Deceased
** Withdrew from Committee

Contributing Consultants

Luis Murillo
Minority Affairs Division
Michigan Education Association
1216 Kendale Boulevard
East Lansing, Michigan 48823

Jesse Soriano, Coordinator
Migrant Education Program
Department of Education
P.O. Box 420
Lansing, Michigan 48902

Dr. Gorton Riethmiller, President
State Board of Education
Michigan Department of Education
Lansing, Michigan

Dear President Riethmiller:

On September 7, 1971, the State Board of Education created the La Raza Citizens Advisory Committee. The major function assigned to this committee was to recommend to the State Board of Education the means by which the State Board of Education and the State Department of Education might improve the quality of their service to Michigan's Spanish speaking community.

With this in mind, we are transmitting herewith the report: Quality of Educational Services to Michigan's Spanish Speaking Community. Within this report are recommendations on how the State Board of Education and the State Department of Education can better meet the needs of the Spanish speaking community. The Committee feels these recommendations are consistent with The Common Goals of Michigan Education and are vital to those goals. It is our fervent hope that these recommendations will be viewed as constructive and as a beginning towards developing a strategy to meet the diverse needs of the Spanish speaking community.

The most difficult task this committee encountered in compiling this report was collecting the necessary data to evaluate the quality of the service now offered the Spanish speaking community. We are most appreciative of the cooperation rendered this committee by the Michigan Department of Education. We want to especially acknowledge the excellent cooperation of Dr. John Porter in allowing the committee to utilize his staff. Also, we want to acknowledge the help given this committee by Mr. Joseph Abramajtys, Jr. and Mr. John Dobbs.

The recommendations contained in this report are indicative of the diverse and complex needs of the Spanish speaking community. We hope the State Board of Education will recognize the tremendous task of bringing about the necessary changes to improve the quality of educational services.

Sincerely yours,

Carlos Falcon

Mr. Carlos Falcon
Assistant Dean
Eastern Michigan University

José P. Gámez

Mr. José Paz Gámez
Assistant Director of Admissions
Michigan State University

TABLE OF CONTENTS

I. Introduction 1

II. Personnel, Administrators, Counselors, Teachers, Para-Professionals 10

III. Curriculum, Textbooks Teacher Training and Instructional Materials. 13

IV. Bilingual Education. 15

V. Migrant Education. 18

VI. Financial Assistance for the Spanish-Speaking Student in Higher Education 21

VII. Test Instruments, Tracking Systems, and Academic Counseling. 24

VIII. Summary and Conclusion 28

IX. Appendix 31

X. Bibliography 33

INTRODUCTION

The charge to the La Raza Advisory Committee was to recommend the means by which the State of Michigan can improve its quality of educational services to the Spanish speaking students and residents of Michigan.

This report is the La Raza Advisory Committee's response to that challenge. It must be mentioned at the outset, however, that the most difficult task we have encountered in compiling our report and recommendations was obtaining the necessary data to evaluate the current services now offered the Spanish speaking community. Statistics concerning Spanish speaking residents of Michigan are not readily available at either the local or state level. In those instances where data was broken down by ethnic groups, often statistics included collective minority and non-minority groups thus making it impossible to determine which minority groups were being discussed.

Accurate and easily obtainable racial ethnic data delineating Spanish speaking students is a necessity in even beginning to understand the achievement of the Spanish surname student, the drop-out rate, and the areas where improvements must be made.

Michigan educators must recognize and respect the need for special academic and administrative measures in schools containing students whose native language and culture is other than English. These students should be encouraged and assisted in developing their skills in their native language while they are acquiring proficiency in English and learning unfamiliar aspects of the dominant Anglo culture in Michigan and the rest of the United States.

In order to best understand that culture referred to as Latino, Spanish surname, Spanish speaking and Chicano in Michigan, a brief overview of Americans of Mexican descent throughout the United States will be helpful.

There are approximately 12,000,000 American citizens of Mexican and other

Spanish ancestry living in the United States. Mexican Americans are the second largest minority group in the United States. Approximately 80% of these citizens reside in five southwestern states: Arizona, Colorado, New Mexico, Texas, and California. The remainder live in cities and urban fringe areas of many states, but particularly Illinois, Michigan, Ohio, Indiana and Kansas. Outside of the southwest, Michigan, Illinois and Ohio have the largest number of Mexican American residents. Once a rural population, over 80% of Mexican Americans now live in urban or urban fringe areas.

Census data on this ethnic group is frequently misleading since Latinos are grouped as both "white" and "Spanish surname" depending upon the area of the country taking census figures. Mexican Americans with anglicized names are often overlooked in "counts" of Latino populations. In New York, for example, Puerto Rican, Mexican American, and all other Latin and South American residents and citizens are grouped together in census figures.

Prejudice and discrimination against Spanish surname people is most obvious and open in the states of the southwest, particularly Texas. Until recently it was considered illegal to teach Spanish or permit Spanish surname children to use Spanish on school grounds in the state of Texas. The usual de facto segregation, poverty, ghettoizing and ostracism that goes hand in hand with racial prejudice follows the Mexican American child in the states of the southwest.

Mexican Americans are considered the oldest immigrant group in the United States, and in actuality were not originally immigrants. Most of the southwest was settled first by Spanish colonists and later by Mexican nationals. In the late 1840's, these early settlers became American citizens through the treaty of Guadalupe Hidalgo, signed by the U. S. and Mexico when Mexico ceded all territory north of the Rio Grande River. The first constitution of the State of California was framed in Spanish, reflecting the majority population and leadership in that

state. Large numbers of Mexican nationals have come to the United States since the Mexican Revolution beginning in 1912 and continuing to the present. Thus Mexican Americans represent very early settlers, continuous immigration, and recent arrivals to this country.

Mexican Americans are a heterogeneous people with multi-ethnic background including pure Spanish, pure Indian, mixtures of the two in varying proportions, and other European, African and Oriental ancestry. Many Mexican Americans have married into other ethnic groups in the United States. Depending upon geographical location, age, attitude and identification with a group, families use a variety of self designations including Spanish surname, Spanish descent, Latin American, Latin, Mexican, Mexican American (with and without hyphen) and Chicano. Chicano appears to be gaining favor as the preferred self-designation of young activist Mexican Americans who are seeking ways of improving their condition in this c ountry and this word is seen more and more often in the literature.

Scholars in sociology, anthropology and education have noted that Mexican Americans have maintained a culture distinctness and have been resistant to "melting pot" assimilation. Continued usage of the Spanish language is often mentioned as a criterion for commonality of the population. It should be noted, however, that this variable is also subject to question. Mexican Americans speak English, Spanish, a combination of the two and a youthful slang incorporating Indian, Spanish and English words and expressions. All of this is dependent upon area, educational attainment, social class and urban-rural differentiation.

The term "La Raza", translated as "The Race" is a term used by Mexican Americans in both a spiritual and cultural sense to identify themselves with hispanic-indian background. It is used with a sense of pride and dignity.

Although many Mexican Americans have achieved greatness and become distinguished professionals in a variety of fields, it is regretable that large numbers of Mexican Americans have lived in situations of prejudice and discrimination resulting in social problems that are only recently beginning to be understood.

According to an investigation made by the U. S. Civil Rights Commission in 1968, more than one third of all Mexican Americans lived in official poverty on incomes of less than $3,000 per year. Seven times as many Mexican Americans lived in sub-standard housing as a proportionate number of non-Mexican American citizens. The chance that a Mexican American baby will be born dead or will die before his first birthday is twice as great as other populations including black in the United States. Unemployment rates are twice as high as that of other white Americans. Eighty percent of the Mexican Americans who are employed work at unskilled or low-skilled jobs. The school drop-out rate is higher than any other group in the United States except for the American Indian. Mexican American birthrate is 50% greater than that of the population as a whole. Median age of Mexican Americans in the United States is 15, almost 11 years lower than all other white populations. Housing segregation is a major problem. Mean age of death of Mexican Americans is 56.7 years in contrast to 67.5 years for others.

The above dismal figures resemble similar statistics for other minority groups in the United States. Although legal school segregation for Mexican Americans was abolished after World War II, certain legal sanctions remained until the late 1960's. The Spanish language was outlawed in all schools in the United States as the language of learning and informal intercourse. Cruel and harsh punishment for the use of Spanish by devious and direct means continues to the present time. Caught between the dilemma of the language of the home and the language of the

school in addition to racial overtones and irrelevant curricula, many Mexican American youngsters dropped out of school early. Additional problems of school attendance involved the necessity of earning money for the family, and the migration patterns of migrant workers. In 1965, a statewide survey in Texas revealed that 40% of all Mexican American citizens were functionally illiterate.

With numerous problems on all levels of early education, it is no wonder that few Mexican Americans attain a college education. A very recent report of the State Board of Education of Michigan reveals that in 1970-71, fewer than 18,000 Michigan college and university full-time enrollees were black, Mexican American or American Indian out of a total of 260,000 post-secondary students. Lack of encouragement by teachers and counselors to continue, financial problems, language skill problems, and limited access to knowledge of opportunities available are cited as among the reasons for the low enrollments of Mexican Americans in colleges in Michigan. The problems are similar throughout the southwest and compounded by the powerlessness of minority groups to fight the system.

In recent years, the government and scholars have realized that large groups of poor people with low skills and poor education living amid affluence of others is a serious detriment to the economic and social well being of the nation. Massive efforts have been undertaken by the government to diminate poverty, illiteracy and poor health and welfare. Modifications have been made in the theories that there is only one way to educate American children and that standard middle-class norms should serve as the basis to all curriculum. Regretably, the concept of cultural pluralism and the acknowledgement of the cultural contribution of all ethnic groups to our society is not yet fully accepted or understood. In recent years, however, pilot projects in bi-lingualism and bi-culturalism in public schools throughout the nation have revealed that significant educational gains can be made when the educational system is responsive to the needs of culturally unique groups.

Estimates of the number of Spanish speaking citizens in Michigan vary.

Approximate figures computed by correlating a number of statistical sources account for between 175,000 and 225,000 or between 2 and 2.8% of the national Spanish speaking population. Since approximately 75,000 to 100,000 migrant agricultural workers come to Michigan every summer to work on farms throughout the state, and since an estimated 1,000 of these migrant workers remain in Michigan seeking permanent year-round employment, the Spanish speaking population is increasing yearly. A correlation of a variety of statistical projections estimate a 10 to 12% per year increase in the number of Spanish speaking citizens residing in Michigan yearly.

In the school year 1971-72, 30,609 Spanish surname children attended the public schools of Michigan. These figures do not include the Spanish surname children attending K-12 parochial or private schools. A breakdown for public school students in 1971-72 is as follows:

K-6	18,598
7-8	5,063
9-12	6,173
Special Education & Other	775
TOTAL	30,609

The 1971-72 figures indicated an increase in Spanish surname students over the preceeding school year of 10.1%. Projection based on a 10% increase, the 1972-73 school year would have included approximately 33,669 students, and the 1973-74 year can be expected to include 37,035 Spanish surname students.

Board of Education figures report that nearly one third of the Spanish surname students attend schools in the three county Detroit area (Wayne, Macomb, and Oakland counties.) Over 62% of the Latino students attend schools in the thirty-four county area of Southern Michigan excluding the three county Detroit area. Almost one half of these students have been found to attend schools in the metropolitan core cities of the State.

None of these figures account for the drop out or "push out" figures of the numerous Latino youngsters that do not graduate from high school and often do not continue in school beyond the junior high school level. This lack of data is the most pressing research problem that should be faced by the State Board of Education.

Appendix A contains the Spanish surnamed pupil ethnic distribution by Region in Michigan. Appendix B contains information on racially isolated school districts throughout the State of Michigan for Latino pupils.

Our report will show that there is a substantial population in the State of Michigan of bi-lingual and bi-cultural students. We shall attempt to urge that these students be provided with bilingual and bicultural programs in order that they may develop to their greatest potential. Otherwise they will join the ranks of educationally and economically disadvantaged citizens who already drain the financial assets of the state. In addition, the State of Michigan will lose the potential talent, skills and manpower of many thousands of citizens whose very lives depend upon a sensitive and aware State Board of Education willing to meet the needs of every child in the State equally.

Programs must be developed in Michigan to enhance the educational experience of these Spanish surname students on all educational levels. According to Dr. Thomas Carter, Dean of the School of Education at Sacramento State College in California, the blame for the poor performance and high drop-out rate of the Chicano student must be placed at the door of school systems and insensitive Boards of Education throughout the United States.

In this respect, the La Raza Advisory Committee recommends that this committee be continued, and the immediate employment of a Chicano Educational Specialist directly responsible to the Superintendent of Public Instruction and the Michigan Department of Education.

The Chicano Educational Specialist should be provided with adequate staff and funds to accomplish the following objectives:

1. Statewide Chicano student assessment by school district including performance and yearly drop-out rate.
2. Assessment and evaluation of services to the Chicano students of Michigan in the following areas:
    a. Migrant Education
    b. Bilingual and bicultural programs
    c. Vocational and special education
    d. Financial assistance
    e. Testing and assessment of Chicano students
3. Evaluation of curriculum, textbook usage and teaching methods K-12 in all districts where Chicano students are in attendance in public schools.
4. Survey of Chicano staffs including administrators, teachers, teacher aides, and counselors.
5. Supervision of gathering of yearly accurate statistics on all Chicano students in Michigan including drop-outs and reasons for dropping out, and follow-up on those proceeding to higher education.
6. The Chicano Educational Specialist should work in concert with a continuing La Raza Advisory Committee chosen by Chicano community organizations throughout the State.
7. The Chicano Educational Specialist should assume the responsibility of maintaining liaison with other states and legislative acts in other states which might be beneficial if applied to Michigan for the Spanish surname citizens.
8. The Chicano Educational Specialist and staff should be constantly seeking new and innovative ways of improving education for Chicano students by pursuing federal funding that might be applicable to Michigan educational programs for the Spanish surname students.

9. The Chicano educational specialist should be responsive to the requests and needs of the Chicano communities throughout the State and maintain contact with all Chicano agencies and leaders who can keep him currently informed as to the situation in each local community where Chicano students attend the public schools.

To avoid the continuing creation of millions of people described as illiterate in both languages and cultures by the late scholar Dr. George Sanchez, we must use continuing innovative and experiemental techniques to serve these children.

The La Raza Advisory Committee presents this report as a first step in this positive direction.

PERSONNEL, ADMINISTRATORS, COUNSELORS TEACHERS, AND PARA-PROFESSIONALS

Statement of Problem

There are too few bilingual-bicultural educational administrators, teachers, and counselors in the State of Michigan to address themselves to the particular problems of the Spanish-speaking child.

Supportive Data

There are over 31,000 Spanish surnamed students in the State of Michigan in grades K-12 including special education. (An increase of 10.1% from 1971-72 to 1972-73). The number of certified Spanish-surnamed teachers and staff in the State of Michigan is approximately 294, according to the 1970-71 and 1971-72 School Racial-Ethnic Census. This is a grossly disproportionate ratio to the total teacher-student population when compared to the Anglo counterpart.

The major problem confronting the Spanish-speaking community is the alarming drop-out rate. Enrollment figures provided by the Michigan Department of Education School Racial-Ethnic Census, 1970-71 and 1971-72 of Spanish-speaking students in the public schools of Michigan (K-12) give no information or statistics on the extent of State-wide drop-out rate. The total number of Spanish-speaking students in grades K-6 for the academic year 1971-72 was 18,598; in the same academic year, the number of students in grades 7-8 was 5,063, and the number of students in grades 9-12 was 6,173. Of all Spanish-surnamed seniors enrolled for the academic year of 1971-72, a total of 986 graduated from high school. It is obvious that the attrition rate increases dramatically with advancing grade level, when you compare the number of K-6 entry statistics with the dismally small number of Spanish-speaking high school graduates.

Since there was no accurate drop-out rate available to us from the Department of Education and since this area of research seems to have been overlooked state-wide for the Spanish-speaking student, the Committee sought first-hand information

from reliable community resources in education and social service agencies in various communities with large numbers of Spanish-speaking students.

Information obtained from these resources indicated that the drop-out rate before high school graduation from the following communities was:

Pontiac	approximately	90%
Detroit	"	50%
Flint	"	67%
Lansing	"	68%
Saginaw	"	70%

Of extreme importance is continued state-wide research to determine the grade level of drop-outs and the expressed and implied reason for dropping out. Based on certain cultural variables of pride and dignity such research must be conducted by Spanish-speaking researchers.

The Committee's beliefs are that one of the major causes of the high drop-out rate among Spanish-speaking students is that there are not enough (Spanish-speaking) teachers and counselors and administrators who can relate to the particular differences of the Spanish-speaking child. Understanding their problems and encouraging them to stay in school requires sensitivity and commitment on the part of the teachers and counselors. Communications with the children's parents requires knowledge of the Spanish language since there are a great number of parents who do not understand English.

Local and state Chicano organizations (Michigan Education Association, Minority Affairs Division; Association of Chicanos for College Admissions, Inc.; La Raza Advisory Committee; Spanish-Speaking Information Center; and the Cristo Rey Community Center) have received numerous requests from Personnel Directors throughout the State asking assistance in locating qualified personnel from colleges and universities in attempting to meet the needs of Spanish-speaking students in their area. The numerous requests for such personnel highlights the obvious need for such qualified

teachers, counselors, and administrators.

Trips have been made to recruit Spanish-speaking teachers and counselors from out-state to fill the positions made available by those school districts that have made commitments to balance their staff. Due to language differences of the Spanish-speaking student, bilingual-bicultural professionals have been in demand in school districts that maintain a significant number of Spanish-speaking students. However, the problem remains in the other school districts that have not made commitments to meet the needs of students and parents alike.

Recommendations

Based on the number of certified Spanish-speaking teachers now employed, it is clear that Michigan does not have enough models to whom the Chicano student can identify. In many cases a Chicano teacher is needed to communicate with and relate to the parent. Such a teacher or counselor can provide professional advice when dealing with problems concerning the Spanish-speaking student, and can also provide input in the implementation of special programs for these students.

La Raza Advisory Committee believes that in order to alleviate the present problem, local school districts need to increase the sensitivity of teachers and counselors to the needs of the Chicano students. This can be accomplished through workshops, the use of release time for special training, and the development of specific programs to bring about cultural awareness of the Spanish-speaking population. These workshops, projects, etc., should be developed through local community organizations, the local school districts, local institutions of higher education, and the State Department of Education.

La Raza Advisory Committee recommends that the State Board of Education inform local school districts that the recruitment of Spanish-speaking professionals is needed in order to provide equal education for all children. The State Department of Education should establish an affirmative action program to increase its number of Spanish-speaking professional staff in all of its 13 divisions.

CURRICULUM, TEXTBOOKS, TEACHER TRAINING AND INSTRUCTIONAL MATERIALS

Statement of Problem

There are very few relevant curriculum and instructional materials in school districts with multi-ethnic, multi-lingual, and multi-racial student populations.

Supportive Data

According to the Michigan Education Association's document "Summary of Selected Contract Provisions, 1972-73" there are only thirty-seven school districts out of a total of 605 which provide for the inclusion of multi-ethnic curriculum according to contractual agreement with local boards of education.

According to information collected from Pontiac, Lansing, and Grand Rapids, and Holland school districts, one of the leading factors in the high Spanish-surnamed student drop-out and absenteeism rate was lack of interest in the activities and curriculum in the school. In a survey conducted by La Raza Advisory Committee consisting of interviews and discussions with drop-out students, parents and high school counselors, a much quoted factor for the drop-out rate was the lack of interesting and relevant instructional material for the Latino student.

The Michigan Department of Education and the Michigan Education Association have had numerous contacts with local school districts about the lack of adequate bilingual-bicultural curriculums. In many instances, there is not only a lack of adequate instructional material for the Spanish-speaking student, but also a void in skilled personnel who can generate multi-ethnic programs.

Recommendations

The Michigan Department of Education, in conjunction with the local school districts, should reassess curriculums from a multi-ethnic perspective, particularly

in school districts which reflect a multi-racial and multi-ethnic composition. The criterion for total curriculum evaluation should be consistent with the proposed guidelines supported by the Michigan Social Studies Act of 1968. The Michigan Department of Education should provide the resources to train or retrain teachers in the use of multi-ethnic materials.

Parents, community agencies, para-professionals, and other community resources should be involved in selecting, monitoring and evaluating multi-ethnic curriculum in the local school district, in accordance with the common education goals in the State of Michigan.

Colleges of Education throughout the State should take a closer look at their present teacher training programs. Relevant teacher training should reflect an awareness of multi-ethnic and multi-lingual groups. Prospective teachers should develop skills in utilizing multi-ethnic curriculum materials during their teacher training experiences at the undergraduate level. The State Board of Education should mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education (Spanish-English).

The Michigan Department of Education should reassess the requirements for complying with the provisional licensing procedures of teachers currently in the field. La Raza Advisory Committee recommends that teachers receive training in utilizing multi-ethnic materials as a part of meeting the Provisional Certification Requirements for the State of Michigan.

BILINGUAL EDUCATION

Statement of the Problem

Local school districts have made relatively little commitment in accepting the financial responsibility for the implementation, appropriation and the expansion of bilingual education programs to meet the objectives as stated in "The Common Goals in Michigan Education" of the Michigan State Department of Education.

Supportive Data

At present the State of Michigan has four (4) bilingual education programs in operation. Lansing and Pontiac are currently in their fourth operational year. Detroit and Grand Rapids are completing their initial year of implementation. In addition to Title VII, Bilingual Education Programs, the Michigan Department of Education supports three demonstration programs for the Spanish-speaking student under Public Act 120, Multi-Lingual Education. Adrian, Grand Rapids and Detroit school districts have been allotted approximately $88,000 to implement instructional and teacher training programs for the Spanish-speaking child. Public Act 120, (Section 23,1971) Multi-Lingual Education, will not be available for the school year 1973-74 based on the decision by the State Department of Education. In addition to the financial dilemma facing bilingual staff projects in the State of Michigan, the task of hiring trained bilingual staff continues to plague school districts.

According to project directors in Pontiac and Lansing, no plans have been initiated to incorporate Bilingual Education into the regular school curriculum for their respective school districts after federal funding is no longer available for the school year 1974-75

The Grand Rapids Public Schools, according to the statistics stated in the ethnic and racial breakdown of teaching personnel, has shown little commitment to hire Latino teachers not associated with federal monies. There are six (6) Latin American teachers in the Grand Rapids Public Schools of which five (5) are hired with federal money.

Project directors for bilingual education and personnel directors of local school districts have continuously voiced their inability to effectively recruit trained bilingual-bicultural staff due to inadequate funding. Latino Recruitment concerns can be evidenced by the number of phone calls and written requests submitted to the Minority Affairs Division of the Michigan Education Association; the request for recruitment assistance from ACCA - Association of Chicano College Admissions, Inc. - and the contacts made with college and university placement services.

Recommendations

The State Board of Education should require school districts currently going into their fifth operational year of Bilingual Education to immediately make available to the Michigan Department of Education the guidelines and procedures for phasing in and incorporating components of Bilingual Education into the overall school curriculum. These plans must also be submitted to the Parents Advisory Committee and La Raza Advisory Committee.

Local school districts have been utilizing Title VII and Public Act 120 funds to train personnel for bilingual education projects. La Raza Advisory Committee has found that certain guidelines have not been met according to Title VII Specifications which is affecting the delivery system in regard to program implementation. The responsibility for providing relevant teacher training lies within institutions of higher

learning. Colleges of Education must provide the necessary skill development in teacher education programs to meet the demand of bilingual-bicultural staff within the State of Michigan.

It is the recommendation of the Committee that the projects now being funded by Title VII should be assessed by the State Department of Education to evaluate parental involvement and community input.

According to Title VII guidelines, independent audit reports and periodical evaluation reports must be completed. At the present time, none have been submitted. La Raza Advisory Committee recommends that copies of these reports be made available so that the information may be used to help assess the effectiveness and the need for bilingual education programs.

According to the Common Goals of Michigan Education, an equal educational opportunity must be provided to all students. This is also stated in the Joint Statement of the Michigan State Board of Education and the Michigan Civil Rights Commission, April 23, 1966. The State Board of Education should be prepared to fund and provide the leadership for the continuation of these programs which includes the education of the non-English speaking child. It is extremely difficult to assess, with any degree of accuracy, the number of Spanish-surnamed children enrolled in school with linguistic deficiencies. The State Board of Education should direct the Michigan Department of Education to provide the assistance needed to conduct a thorough investigation of school districts which have any Spanish-speaking students enrolled. The outcome of the student assessment will indicate the type of educational program needed to adhere to the Common Goals of Michigan Education.

MIGRANT EDUCATION

Statement of the Problem

The school districts have not responded to the needs of the migrant child. Although funds are available, lack of administrative support at the local school district level has impeded success of current migrant education programs, yet several have refused (Hartford, Dowagiac area) to implement programs where needed.

Supportive Data

Migrant Education in the State of Michigan has two (2) major components. The first component is the service provided during the regular school year. Migrant education monies are available for services which local school districts do not provide. These services include: tutorial programs for transient and settled-out migrants, counseling with in-school and out-of-school students, health services, social outreach services as designated by need, and academic programs for the drop-out student. The second component is the summer migrant education program where the major emphasis is oral language development. This program uses a regular classroom approach to instruction. The migrant education guidelines state that the student-teacher ratio should be twenty (20) students per four (4) instructional personnel, made up from one (1) teacher and three (3) para-professionals per classroom. The problem is that migrant children are not academically meeting the achievement levels as stipulated by the Michigan Department of Education. Ninety percent (90%) of the migrant students should achieve 75% of the listed objectives as administered locally by the program.

Local school districts have failed to provide an equal educational opportunity for the migrant child. Statistics supported by data collected by the Michigan Department of Education, Migrant Education Offices, indicate there are 60 school districts with a significant number of migrant children enrolled. Of this number only 40 have established migrant education programs. The migrant child is often viewed as an outsider and local school officials have refused to accept their responsibility to provide equal educational opportunities as mandated on state statutes in Michigan and the Joint Statement of the Michigan State Board of Education and the Michigan Civil Rights Commission.

According to the Joint Statement of the Michigan State Board of Education and the Michigan Civil Rights Commission, in the field of public education, Michigan's Constitution and laws guarantee every citizen the right to equal educational opportunities without discrimination because of race, religion, color or national origin. Two departments of State government share responsibility for upholding this guarantee. The State Board of Education has a constitutional charge to provide leadership and general supervision over all public education, while the Michigan Civil Rights Commission is charged with securing and protecting the civil right to education.

In addition to the declaration of public policy at the State level, the United States Supreme Court, in the case of Brown vs. Board of Education, ruled "that in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal.

The State Board of Education and the Michigan Civil Rights Commission holds that segregation of students in educational programs seriously interferes with the achievement of the equal opportunity guarantees of this State and that segregated schools fail to provide maximum opportunity for the full development of human resources in a democratic society.

Recommendations

The State Board of Education should order a full investigation of school districts which have failed to implement summer and regular school year migrant programs. This investigation is needed to determine specifically why these programs were not implemented when failure to implement these programs has deprived migrant students of an equal educational opportunity. The investigation should include a student assessment of the educational needs of the migrant child in those districts that failed to implement the migrant education program. The State Board of Education and the Department of Education should take a public position supporting Migrant Education.

The Department of Education and the Board of Education should act as advocates whenever school districts blantantly fail to provide educational services to migrant students. All efforts should be pursued to see that migrant educational programs are implemented and continued in those areas where they are needed.

FINANCIAL ASSISTANCE FOR THE SPANISH SPEAKING STUDENT IN HIGHER EDUCATION

Statement of the Problem

The number of Spanish-speaking students receiving financial assistance in form of scholarships and grants from the State Department of Education is disproportionate to other students receiving aid.

Supportive Data

According to the Michigan Higher Education Assistance Authority, eligibility for a competitive scholarship which covers tuition to a maximum of $800 in any of Michigan's public colleges and universities is contingent upon high scholastic achievement and demonstrated financial need as determined by the parents' financial resources and assets. Applicants for the competitive scholarship are required to take the National American College Test examination prior to starting college, or at the beginning of the applicant's seventh semester of high school.

In order for a Spanish-speaking applicant to qualify for a competitive scholarship; he has to score extremely high on a test that makes very small allowances for cultural differences.

Furthermore, the test is designed to measure academic aptitude and performance skills which correlate very highly with a stable, middle-class home environment. Data from the U.S. Census Bureau shows that only approximately 20% of the Spanish-speaking families in the United States have incomes which would classify them as middle-class. This data shows that many students come from homes that cannot be called stable inasmuch as many students come from large families with a history of poverty, and lack of formal education. The awarding of these scholarships on the basis of scholastic achievement certainly has merits, but it has effectively limited the number of Spanish-speaking recipients as

the data from the Student Financial Assistance Services of the Michigan Department of Education indicates.

The M.H.E.A.A. Grant program awards tuition grants of up to $1,200 to students planning to attend any of Michigan's private colleges and universities. The grants are awarded solely on the basis of demonstrated financial need, regardless of the applicant's score on the National ACT. The Committee found that admission requirements for private schools are generally much stricter than the state's public colleges and universities, which again effectively limits the number of Spanish-speaking grant recipients. In addition, the cost of attending a private college or university are much higher than the cost of attending public institutions of higher education, and since the grant is limited to $1,200 per year, the balance of the cost becomes prohibitive.

The Committee also found that information concerning the availability of this financial assistance has not filtered down to the vast majority of the Spanish-speaking students. The major reason given for this was the lack of concern for the educational attainments of the Spanish-speaking students by the high school counselors. Many counselors simply labeled Spanish-speaking students as "not college material" and bypassed them to concentrate on those students who, in their opinion, did show potential.

Recommendation

The Committee is convinced that a special effort should be made to publicize the scholarship and grant programs to the Spanish-speaking student early in high school so that they become aware of these benefits.

Bilingual brochures and pamphlets should be distributed to Spanish-speaking students and their parents. These materials should be distributed through high schools, community agencies and through the U.S. mails. Hopefully, this information will provide an incentive for Spanish-speaking students to pursue higher education. This effort should include sensitizing high school counselors to the special effort required to reach Spanish-speaking students and their parents.

TESTING INSTRUMENTS, TRACKING SYSTEMS AND ACADEMIC COUNSELING

Statement of Problem

The Spanish-speaking students face the requirement to take examinations that are Anglo-American; middle-class oriented, and are used to measure skill, aptitude, intelligence, achievement, ability, and attitude, that are suppose to determine into what educational area the student should be tracked, or counseled by interpreting his individual test results.

Supportive Data

The best method of giving an explanation of the above stated problem is to present a picture and explain the process a Spanish-speaking child goes through when he first enters kindergarten and continues on to high school. Spanish-speaking children have not enjoyed the same success in schools as that of the typical, middle-class American child. The Cardenas-Cardenas Theory of Incompatibilities states that this lack of success can be attributed to the incompatibilities between the typical instructional program of american schools and the characteristics of the deprived, minority-group population.

The incompatibilities as defined by the Cardenas-Cardenas Theory are divided into five major categories: poverty, culture, language, mobility, and societal perceptions. Their theory goes on to say," it's apparent that an incompatibility exists when a Spanish-speaking child is placed in an English-Language instructional program". It is also apparent that the levels of poverty, culture, mobility, and social perceptions between the Spanish-speaking child and the Anglo-American child are also incompatable. Yet, Spanish-speaking children are expected to exhibit American middle-class values, traditions, and orientations when participating in the American school system.

What is even more deplorable, is that not only are these children expected to exhibit Anglo-American behavioral characteristics, but they are also expected to compete and score as well as their anglo-counterparts on examinations prepared by Anglo-American educators designed to measure in actuality the abilities of Anglo-American students. Furthermore, the interpretations of Spanish-speaking tests results have redirected Spanish-speaking students into remedial, special education, and other vocational tracking programs. For example, in the Holland Public Schools, 43.5% of the students in the special education tracking program are Spanish-speaking and are so placed because of their low test score on their I.Q. exams. For this reason and many others, the Spanish-speaking child finds that the curriculum is not only irrelevant but he begins to feel inferior which in many cases leads him to drop out of school. But the problem is not over for those that continue to stay in school regardless of what program they are in. Chicano admissions counselors throughout the state of Michigan have found that these students continue to score very low in college entrance exams. Again, this same problem is due to the non-college preparatory programs they were placed in. The lack of proper counseling and proper academic preparation causes many of the Spanish-speaking students to do poor in testing. Many Spanish-speaking high school graduates are denied admissions to many colleges and universities because of their low tests scores. It is apparant that tests in general have prohibited the spanish-speaking student in attaining special education and finding a respectable position in the academic world.

The committee found some of the following exams that were used by different counseling staffs to learn more about each student so that their counseling could be more effective.

a. achievement tests: measure how well a student has learned a particular subject or skill.
b. aptitude tests: measure a students capacity for learning a certain subject or skill.
c. mental maturity tests: measure the overall mental ability or intelligence of a person.
d. interest inventories: used to help a student look at vocational plans and the general world of work.

The following tests are given to students during their four years in high school.

a. California Achievement Test: given early in the school year to freshmen.

b. Ohio Vocational Interest Survey: (OVIS) given in the fall to freshmen.

c. Vocational Planning Inventory: (VPI): given in the fall to freshmen.

d. Differential Aptitude Test (DAT): given in the fall to sophomores.

e. Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT/NMSQT)

f. Lorge-Thorndike Intelligence Test: given in the spring to juniors.

g. College Entrance Examination Board (CEEB)
1.) Scholastic Aptitude Test (SAT): given at area for schools five times throughout the year for college-bound seniors.

2.) Achievement Tests:

h. American College Testing Program (ACT): same type of test as S.A.T. given to college bound seniors.

The committee feels that exams in general have merit, but in the case of the Spanish-speaking students they are creating problems instead of solving them. The point is that barriers such as testing came into being and now continue to operate because society either permitted them to evolve or consciously created them.

Recommendations

La Raza Advisory Committee strongly recommends that the State Board of Education investigate the procedure and testing used by school systems in placing Spanish-speaking students in special education and other compensatory programs. This investigation should determine the accuracy in measuring the academic potential for the Spanish-speaking student.

La Raza Advisory Committee recommends that the State Board of Education require all school districts to comply with the new rules and regulations of the State Department of Education covering special education.

SUMMARY OF RECOMMENDATIONS

La Raza Citizen Advisory Committee strongly recommends that the State Board of Education take affirmative action on the following recommendation.

1.) That the La Raza Advisory Committee be continued to advise the State Department of Education.

2.) To employ a Chicano educational specialist with staff and funds available to carry out the duties in assisting the Spanish-speaking population.

3.) Establish an affirmative action program to increase its number of Spanish-speaking professional staff in all of its 13 divisions.

4.) That the recruitment of Spanish-speaking professionals is needed in order to provide equal education for all children.

5.) That local school districts need to increase the sensitivity of teachers and counselors to the needs of the Chicano students.

6.) Reassessing of curriculum from a multi-ethnic perspective, particularly in school districts which reflect a multi-racial and multi-ethnic composition.

7.) That colleges of Education throughout the State should take a closer look at their present teacher training programs so that modifications be made to meet the needs of Spanish-speaking students being taught.

8.) Mandate that colleges and universities establish a curriculum leading to a degree and teacher certification in bilingual education (Spanish-English).

9.) That teachers receive training in utilizing multi-ethnic materials as a part of meeting the Provisional Certification Requirements for the State of Michigan.

10.) Require school districts currently going into their fifth operational year of Bilingual Education to immediately make available to the Michigan Department of Education the guidelines and procedures for phasing in and incorporating components of Bilingual Education into the overall school curriculum.

11.) That the projects now being funded by Title VII should be assessed by the State Department of Education to evaluate parental involvement and community input, and that copies of these reports be made available so that the information may be used to help assess the effectiveness and the need for bilingual education programs.

p. 28 blank

12.) Should order a full investigation of school districts which have failed to implement summer migrant programs.

13.) That a special effort should be made to publicize the scholarship and grant programs to the Spanish-speaking student early in high school so that they become aware of these benefits.

14.) Investigate to what extent the testing instruments used on Spanish-speaking students contribute to the "tracking" of the students into special education and other compensatory programs.

15.) Urge school districts to seek advice and consultation from parents, community leaders, or Spanish-speaking educators if Spanish-speaking students are to be tracked into special education or remedial courses because of test results.

CONCLUSION

The Committee has identified and documented the major educational problem facing the 31,000-plus Spanish-speaking students in Michigan. Because of our unique position as Spanish-speaking professionals, working in every area of Michigan where this population lives and attends school, we believe that our recommendations are also unique in their validity. We are the men and women who daily witness the tragic result of unequal treatment and poor quality education for our children, results that affect not only thousands of lives where talent is wasted, but also the lives of those who must find methods, frequently from tax monies to support entire families who with adequate educational services could be productive and self-sufficient.

Our recommendations represent a mandate to the State Board of Education which has already pledged itself to equal treatment for all students, and utilized our voluntary services for almost two years to identify the needs of the children of La Raza, a proud people with a rich heritage and culture.

APPENDIX A

FIGURE I

Racial - Ethnic Distribution of Pupils -- 1970-1971
(Spanish Speaking Only)

LEVEL/GRADE	NUMBER OF STUDENTS	PER CENT
Elementary Level Pre - K - 6	17,363	1.5%
Junior Level 7 - 8	3,969	1.2%
Senior Level 9 - 12	5,738	0.9%
Students in Special Education	731	1.9%

FIGURE II

Racial - Ethnic Data by Region
Spanish Surnamed Pupils

1. 29% (8,243) of all Spanish surnamed students in Michigan schools are in the Detroit three-county area -- Wayne, Oakland, and Macomb.

2. 65% (18,063) of all Spanish surnamed students in Michigan attend schools in the 34 county area of southern Michigan. This excludes the tri-county Detroit area.

3. Of the 27,801 Spanish surnamed students in Michigan, 11,873 (42.7%) attend schools in the metropolitan core city schools districts of the state.

4. Enrollment of Spanish surnamed pupils in metropolitan core districts (excluding the Detroit area) exceeds both Spanish enrollment in the 34 southern Michigan counties and the tri-county Detroit area.

5. 53% of the Spanish surnamed pupils in the metropolitan core city schools are in schools with no more than 5% Spanish surnamed student enrollment.

For example, in the Detroit three-county area, 36.0% of the Spanish surnamed pupils are in schools with more than 5% Spanish surnamed student enrollments in the southern Michigan region; 45.4% of the Spanish surnamed pupils attend schools with more than 5% Spanish enrollment.

APPENDIX B

RACIAL CENSUS SUMMARY 1970-71

Districts Containing at Least One School
With at Least 25% or More Chicano Pupils

Adrian
Bloomingdale
Carrollton
Fennville
Holland
Madison

Districts containing at Least One School
With at Least 15% or more Chicano Pupils
1970-71 Racial Census

Adrian (4 schools)
Alma (1 school)
Croswell (2 schools)
Elbridge (1 school)
Fennville (3 schools)
Grant (1 school)
Holland (3 schools)
Hopkins (1 school)
Lansing (5 schools)
Madison (2 schools)
Mason Consdt. (1 school)
Orleans (Twp #9) (1 school)
Shelby (1 school)

STATE OF MICHIGAN RACIAL CENSUS SUMMARY 1970-71
(By District)*

DISTRICT	NUMBER OF SPANISH-SPEAKING STUDENTS	PERCENT
Adrian	662	(10.1%)
Alma	212	(6.5%)
Elbridge	50	(20.4%)
Fennville	263	(14.9%)
Grant	210	(11.9%)
Holland	645	(11.8%)
Madison	217	(21.6%)
Mason	157	(7.5%)
Orleans (Twp #9)	10	(38.5%)
Shelby	132	(9.4%)
Bay City	743	(4.4%)
Buena Vista	269	(7.6%)
Detroit	3,860	(1.4%)
Ecorse	237	(5.5%)
Flint	625	(1.4%)
Grand Rapids	857	(2.5%)
Lansing	1,972	(6.1%)
Muskegon	323	(3.2%)
Pontiac	1,063	(4.4%)
Port Huron	283	(1.8%)
Saginaw	1,822	(8.0%)

* Does not include all districts having a Spanish-speaking population.

BIBLIOGRAPHY

Steiner, Stan., La Raza: The Mexican American, New York, Harper & Row, 1969.

Burma, John H., Mexican Americans in the United States, New York, Harper & Row, 1970.

Grebler, Leo, Moore, Joan, Guzman, Ralph, The Mexican American People, New York, The Free Press, 1970.

Carter, Thomas P., Mexican Americans in School: A History of Educational Neglect, New York, College Entrance Examination Board, 1970.

Samora, Julian, La Raza: Forgotten Americans, University of Notre Dame Press, South Bend, Indiana, 1966.

El Grito: A Journal of Contemporary Mexican American Thought, edited by Octavio I. Romano-V.
Available four times per year at $1.25 per copy from Quinto Sol Publications, P.O. Box 9275, Berkeley, California 94709)

U.S. Civil Rights Commission, The Mexican American, 1968. (Available free from the U.S. Civil Rights Commission, 1120 Vermont NW, Washington, D.C.)

U.S. Office of Education, Children at the Crossroads, 1970. (Available free from the U.S. Office of Education, Washington D.C. A study of migrant education programs in the United States.)

Trout, Grafton, Mexican Americans in Michigan, 1970, Michigan State University, Lansing, Michigan (Available from Michigan State University)

Michigan State Board of Education, Equality of Access to Higher Education In Michigan, Ad Hoc Advisory Committee on Equality of Access to Higher Education, 1971. (Available from the Michigan State Board of Education Lansing, MI)

Coleman, James S. et al., Equality of Educational Opportunity, Washington, D.C., Office of Education, 1966. (Available from the U.S. Office of Education, Washington, D.C.)

National Elementary School Principal, Journal, special issue, Nov. 1970. Comprehensive study of Mexican Americans at all grade levels. $2.00 from NEA, 1201 16th St. NW, Washington D.C.)

The Carnegie Commission on Higher Education, A chance to Learn: An Action Agenda for Equal Opportunity in Higher Education. (New York: McGraw-Hill, 1970).

S.A. Kendrick & Charles L. Thomas, "Transition from School to College", Review of Educational Research, XL, No. 1 February 1970.

Milton Schwebel, Who Can Be Educated? (New York: Grove Press, 1968).

Hillel Black, "They Shall Not Pass" (New York, William Morrow, 1963).

James Coleman, "The Concept of Equality of Educational Opportunity," Harvard Educational Review, XXXVIII, No. 1 (winter 1968).

John H. Fischer, "Educational Problems for Segregation & Desegregation" in A. Harry Passow, Ed., Education in Depressed Areas (New York: Teachers College Press, Columbia University, 1963.)

Today's Education NEA Journal February 1973, "Chicano-Bright-Eyed Bilingual, Brown and Beautiful."

Henry Sioux Johnson, William J. Hernandez M. "Educating The Mexican-American," Judson Press, Valley Forge, 1970.

Michigan Education Association "Summary of Selected Contract Provisions", 1972-73.

Michigan Education Association "Minority Affairs Division: "Race unrelated to I.Q. School Achievement Tests. April, 1972.